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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: the acquisition of bilingualism by infants and young children; psycholinguistic abilities of American Indian children; effects of creative dramatics on oral language abilities and self esteem of blacks, Chicanos, and Anglos; factors that affect Chicano and Anglo children's acquisition of knowledge from connected discourse; the relation between reading achievement and bidialectal oral language performance of black children; use of the language experience approach in summer schools for bilingual migrant children; reading problems of black children as assessed through the concept of syntactic distractibility; the relationship between teachers' attitudes toward black vernacular English and self concept formation in black children; the effect of folk legends told in the Chicano Spanish dialect on Chicano children's attitudes and comprehension; language patterns and socioeconomic status as criteria for academic success of black students; the effects of selected variables on school achievement of Mexican American children; and code switching among Spanish-English bilingual children. (GW)

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Order No. 7732793

BERGMAN, Coral Rhodes, Ph.D. University of California, San Diego, 1977. 268pp. Co-Chairmen: Professor Sanford S. Schane, Professor Margaret Langdon

This study examines three aspects of the acquisition of bilingualism by infants and young children: (1) Characteristics of the earliest speech period are seen as indicative of the child's early separation of the languages presented, leading to independent development of each. (2) The speech of a three-year-old who uses a mixed code is examined and compared with that of a three-year-old who strictly separates language according to interlocutor. It is determined that use of a mixed code does not constitute evidence for failure to differentiate between the two languages. The syntactic competence of the two children is similar. It is in the sociolinguistic use of language that they differ. (3) Finally, several children of the three- and four-year-old age group are examined in terms of their acquisition of registers. The interaction of role, register, and language as seen in their play is discussed.

The acquisition of two languages is seen as a special case of child language acquisition and is looked at in terms of an overall theory of developmental psycholinguistics. The model presented is one in which separation of the two languages may occur in the earliest linguistic period. Arguments are given against a model in which the child first attempts to form a single hybrid language and then only gradually differentiates the two.

Through examination of the ways in which young children use language in speech situations, it is shown that acquisition of bilingualism adds not simply one dimension to the child's linguistic competence, but rather increases multidimensionally the relations which a child may express, either overtly through use of sentences of a given language or covertly through the choice of speech style or register in either language in any given speech situation.

At the same time, by showing that bilingual children are capable of cognitively complex behavior at a very young age, it is indicated that the developing child may have the cognitive capacity to do much more with language much earlier than has been credited with.

A PROFILE OF PSYCHOLINGUISTIC ABILITIES FOR GRADES ONE, TWO, AND THREE STUDENTS OF THE FLATHEAD RESERVATION

DOWNEY, Mary Catherine Moriarity, Ed.D.
University of Montana, 1977

Director: Dr. Harry Ray

The Illinois Test of Psycholinguistic Abilities (Revised Edition) was administered to 60 children from four communities on the Flathead Indian Reservation in Western Montana. The ages of the subjects ranged from 5 years, 3 months to 9 years, 7 months. It was hypothesized that the profiles of the Indian and the non-Indian subjects would not be significantly different. Mean scaled-score comparisons were made, utilizing the t-test comparison on the ten basic subtests, the processes, levels, and channels of the test. Mean psycholinguistic age scores were compared and separate profiles were determined for Indian, Indian-male, Indian-female and each of the separate grade levels.

On the ten basic subtests, the Indian subjects yielded a significantly higher score in manual expression (.001 level) and in verbal expression (.05 level). The norm group was significantly higher than the Indian subjects in auditory reception (.001 level) and in auditory memory (.01 level).

When looking at the effects of sex, the Indian female was significantly lower than the norm group in the three auditory subtests--reception (.001 level), association (.01 level) and memory (.05 level). Like the Indian male, the female exhibited significant strength in manual expression (.001 level). This subgroup also revealed a significant strength in visual closure. The Indian male showed a slight weakness in visual reception (.05 level).

A gradual decline in the scores of the Indian students was observed as year in school increased. While low performance in auditory memory improved from grade one through grade three, high performance in four other subtests declined and were significantly low for the grade level three Indian students.

The data revealed some significant differences and analysis of the profiles indicated trends that could be studied in further research. It is recommended in this paper that serious consideration be given to the adoption of a language experience approach or a modification of such to alleviate the gradual declines revealed in the study. Order No. 77-28,776, 104 pages.

THE EFFECT OF CREATIVE DRAMATICS ON THE ORAL LANGUAGE ABILITIES AND SELF-ESTEEM OF BLACKS, CHICANOS AND ANGLOS IN THE SECOND AND FIFTH GRADES

DUNN, Judith Ann, Ph.D.
University of Colorado at Boulder, 1977

Director: Professor Virginia Westerberg

The purpose of this study was to assess the effects of a program of creative dramatics on the oral language abilities, self-esteem, and interest in language arts activities of second and fifth grade students and to determine whether the effects were constant across factors of ethnicity, sex, and grade level.

The study utilized a balanced factorial design with five factors: treatment (two levels--experimental, control), grade in school (two levels--second, fifth), sex (two levels--male, female), ethnicity (three levels--Black, Chicano, Anglo), and teacher (three levels nested within grade and treatment).

Twelve classes from four public elementary schools in lower to middle class neighborhoods in Denver, Colorado participated in the study. In six classes, the regular classroom teachers directed their students in creative dramatics activities of pantomime, improvisation, and dramatization for forty minutes per week during a twelve-week period. The other six classes, which received no creative dramatics instruction, served as the control group. Twelve students from each experimental and control class were randomly selected according to sex and ethnicity to be the subjects on which data was collected. A taped language sample was collected from each subject which was qualitatively rated by eight raters on fluency, articulation, expression, originality, elaboration, and coherence. A total language score was calculated by combining each of these criterion variables except articulation. Each language sample was transcribed in order to examine quantitatively the following: total number of words, number of sentences, average number of words per sentence, number of words in sentences, number of mazes, number of words in mazes, and average number of words in mazes. Separate analyses of covariance were performed on each of the previously mentioned qualitative and quantitative criterion variables using vocabulary and comprehension scores as covariates. The Coopersmith Self-Esteem Inventory and an interest in language arts measure designed for this study were administered to the subjects and analyzed using analyses of variance. In addition, the teachers of creative dramatics completed two questionnaires to determine their perception of the program.

Results and Conclusions: (1) there was no main effect for creative dramatics in improving oral language ability, indicating that creative dramatics does not consistently improve oral language ability. (2) Significant treatment by ethnicity interactions indicate that creative dramatics works best with Chicano children in improving qualitative aspects of oral language. (3) Significant treatment by sex by grade interactions indicate that creative dramatics does influence some aspects of oral language for certain children, although there is no consistent effect. There was a trend that indicated that creative dramatics may be more influential in developing the quantitative aspects of oral language with second grade children. (4) There was a main effect for creative dramatics on self-esteem, showing that creative dramatics can be a useful technique in improving self-esteem. (5) A significant treatment by ethnicity by grade interaction indicates that creative dramatics may not

consistently facilitate the development of self-esteem with all children. Creative dramatics was most effective with fifth-grade Blacks, second-grade Anglos and Chicanos in improving self-esteem. (6) There was no main effect for creative dramatics on interest, indicating that creative dramatics does not facilitate the development of interest in language arts activities. However, a significant treatment by grade by sex interaction indicates that creative dramatics is effective for fifth grade girls in promoting interest in language arts activities. (7) Creative dramatics helps reduce children's inhibitions in the classroom so that they feel free to verbalize in class. (8) Teachers untrained in creative dramatics can use it comfortably in the classroom and can perceive its importance in the language arts curriculum.

Order No. 77-29,908, 708 pages.

A STUDY OF WHAT CHICANO AND ANGLO CHILDREN REMEMBER ABOUT THE STORIES THEY READ AND HEAR

EVANS, Elizabeth DeFratis, Ph.D.
University of Colorado at Boulder, 1977

Director: Professor Donald E. Carlisle

The purpose of this study was to investigate the language comprehension of elementary school children and the factors which affected their acquisition of knowledge from connected discourse. Specific factors examined were: oral and written language, the structure of messages, characteristics of the learner, and conditions of the learning situation.

Four passages were adapted from elementary school books and rewritten according to traditional readability formulas. Using Kintsch's (1974) propositional theory, the underlying meaning of each story was represented by a text base depicting the propositions and their levels (superordinate, subordinate major, and subordinate minor) within the text hierarchy. An aspect of Crother's (1975) Paragraph Description was used to analyze the old, new, and contrastive information found in the surface structure of each story. The subjects' free recall protocols were also evaluated by the propositional and surface structure methods and compared with the original messages as a measure of the information acquired.

Another method of evaluating the subjects' understanding of the passages was adapted from Lundsteen's (1974) qualitative response measures. Multiple-choice questions were written for each story with answer choices constructed at different levels of meaning.

Stratified random selection was used in obtaining the 64 subjects used in this study. The stratification levels were: sex (male and female), grade level (third and sixth), ethnicity (Chicano and Anglo), and reading ability (high and low average).

The experimental situation involved: reading or listening to each passage, immediate recall of the passage, responding to multiple-choice questions, and participation in a reading listening or discussion study condition. Delayed Recall was taken 24 hours after Immediate Recall.

Superordinate propositions and old information were the major components facilitating comprehension. Although of less importance, subordinate major propositions also influenced what subjects remembered. One story, which contained large amounts of information in these categories, was remembered significantly more than the other three stories.

The grade and ability factors generated predictable outcomes: the older and more able readers remembered more information than their counterparts. Contrary to most findings, the male subjects remembered more information than the females; however, this may be due to the subjects' original positions. The Chicano and Anglo subjects performed in a parallel manner and the only differences between the two groups occurred on inference measures.

The equivalent results between written and spoken discourse lend further support to the propositional theory's use as a measure of language comprehension (Kintsch et al., 1975) and the single comprehension process employed by both reading and listening (Huey, 1908; Sticht, 1972). Although no significant differences occurred between the two study conditions, the confounding variables involved in delayed retention may have obstructed decisive answers to these research questions. The latter, however, is representative of the uncontrollable factors in a classroom.

The largest differences occurred between the four supposedly similar stories. The readability formulas failed to accurately determine the comprehensibility of the passages, whereas text analysis proved more useful in identifying the aspects of text that facilitated comprehension. In view of these results, readability estimates should be scrutinized be-

cause of the influence of a story's old, new, and contrastive information and underlying meaning, none of which is accounted for in any readability formula. Additionally, the efficacy of a particular treatment under investigation may be the result of differences that originally existed among passages used in the study.

The findings of this study support the theories of Kintsch (1974) and Crothers (1975) and concur with previous studies that propositional and surface structure analyses are relevant and feasible methods for assessing language comprehension (Kintsch et al., 1975; Drum and DeFratis, 1976).

Order No. 77-29,913, 480 pages.

THE RELATION BETWEEN BIDIALECTAL ORAL LANGUAGE PERFORMANCE AND READING ACHIEVEMENT OF BLACK ELEMENTARY SCHOOL CHILDREN

Order No. 7803017

FECHTER, Eugene Michael, Ph.D. New York University, 1977.
188pp. Chairperson: Professor Bernice E. Cullinan

The purpose of this study was to determine the relation between reading achievement and bidialectal oral language performance in standard English and in black English among first- and fifth-grade, low SES, black children.

Twenty-five first- and fifth-grade pupils scoring in the top 50 percent of their grade on a standardized reading test were randomly selected. They were paired with 25 first- and fifth-grade pupils scoring in the bottom 50 percent of their grades on those tests. Pairing was done according to age, sex and kindergarten experience.

All subjects were administered two oral language tests to determine their bidialectal ability, The Education Study Center Bidialectal Task for Determining Language Proficiency in Economically Disadvantaged Negro Children, and the Gross Pronunciation Test for Dialect Speech.

A grade by reading level factorial design was used for statistical analysis. A factorial analysis of variance was computed for each language test and language feature. Then a post hoc analysis was done to find the simple main effect for each language test and language feature, and an F ratio was derived.

Hypotheses 1 and 2 compared the bidialectal ability of better- and poorer-reading first- and fifth-graders. It was hypothesized that the better readers would have greater facility with standard English than the poorer readers, while there would be no significant difference between the groups in their facility with black English.

For the first-graders, the first part of the hypothesis was upheld. The second part of the hypothesis was rejected with the poorer readers producing significantly more black English than the better readers.

For the fifth-graders, the first part of the hypothesis was rejected on the ESC Bidialectal Task, standard English section, primarily a measure of syntactic structures, but upheld on the Gross Test, primarily a measure of phonological features. The second part of the hypothesis was upheld.

Hypotheses 3 and 4 compared the bidialectal ability of first- and fifth-graders. It was hypothesized that the fifth-graders would have greater facility with standard English than the first-graders while there would be no significant difference between the groups in their facility with black English.

For both the better and poorer readers, the first part of the hypothesis was rejected on the ESC Bidialectal Task, standard English section, but upheld on the Gross Test. The second part of the hypothesis was upheld.

Hypotheses 5, 6, 7, and 8 were an attempt to determine which specific phonological and grammatical standard English and black English language features distinguished better and poorer first- and fifth-grade readers.

Standard English language features which repeatedly distinguished the groups were use of the copula, third person verb agreement, negation, plurals, *if-did* phrases, final consonant clusters and past tense. Black English language features which repeatedly distinguished the groups were third person verb agreement, negation, and the use of *be*.

In all of the language features where differences were noted, better readers produced significantly more standard English features than poorer readers, and fifth-graders produced significantly more standard English features than first-graders. This was not so with black English language features where significant differences were consistent only in the first grade with poorer readers producing more black language features than better readers.

AN ASSESSMENT OF THE LANGUAGE EXPERIENCE APPROACH TO READING AND ADDITIONAL TEACHER CHARACTERISTICS IN EIGHT SUMMER MIGRANT SCHOOLS

HOFFMAN, John Raymond, Ph.D.
University of Colorado at Boulder, 1977

Director: Professor Donald E. Carline

The purpose of the study was to determine if the reading achievement of migrant children in Spanish language and in English language as well as their attitude toward reading was improved through use of the language experience approach. This approach uses the natural language of the child as material for reading instruction.

The design consisted of four schools where preservice workshops were given in the teaching of reading with the language experience approach. The teachers were asked by their principal and the researcher to teach reading with this approach in the summer program. Teachers in four control schools were asked to use their usual conventional approach which in general consisted of a basal reading program supplemented with a sequentially developed skills program. To determine teacher cooperation and maintain control in the study it was necessary to

obtain a language experience rating (LER) mutually agreed upon by the researcher and the teacher. This score was based upon self-reporting by the teacher and observations of the instructional time devoted to using the language experience approach. A follow-up questionnaire was distributed a year later to check upon the reliability of the original LER score, and a .86 Pearson correlation was obtained.

Students were pretested and posttested with the Comprehensive Test of Basic Skills, reading section, Levels B & C, half of which was given in English and half translated and administered in Spanish. An abbreviated form of the San Diego Inventory of Reading Attitude and a Spanish translation of it were administered as a pretest and posttest in both English and Spanish. Attendance data also was used in the study.

Analysis of covariance was performed on posttest scores of reading achievement, attitude, and attendance using age,

pretest scores, and length of the program as covariates. To explain test score differences twenty-eight statistical contrasts were made using the LER scores of the teachers, exposure to the language experience in-service, ethnic background, and the language speaking ability of the teachers and aides as independent variables.

Results of the study were as follows with $p < .05$ considered significant: 1. There was no significant difference in test scores dependent upon LER scores taken as a whole. 2. There was a significant difference in English reading test scores when LER scores above 50 percent were contrasted with those below 50 percent but no significant difference in Spanish reading or attitude test scores. 3. There was no significant difference in test scores between schools where teachers were in-service and asked to use the language experience program and schools where this was not done. 4. There was a significant difference in school attendance when Chicano teachers and/or aides were present in the classroom but no significant difference in reading achievement scores in Spanish or English nor in reading attitude explainable by the ethnic background or bilingual ability of teachers or aides. 5. There was no significant effect using teacher attitude pretest and posttest scores on the test scores of the students. 6. There was a significant correlation between reading scores in Spanish and English and between individual pretest scores with their posttest scores.

A major recommendation is to use more bilingual teachers for migrant children, most of whom are bilingual. If language experience is used it should be implemented as the major reading component of the program and not just supplementary to it. Since many bilingual teachers have not taught reading in Spanish, further educational help should be provided for them to do so. Further research among migrant children is needed to determine the effectiveness of the language experience approach in teaching reading in Spanish.

Order No. 77-29,928, 179 pages.

READING PROBLEMS OF BLACK CHILDREN AS ASSESSED
THROUGH THE CONCEPT OF SYNTACTIC DISTRACTIBILITY
Order No. 7800460

HUESTON, Karen Barbara Kahn, Ed.D. University of Virginia, 1977. 84pp.

The influence of black English on the reading ability of black children is investigated through the Gibsonian model of reading acquisition. Existing hypotheses of black English/standard English conflict or interference are interpreted as syntactic information processing difficulties which hinder word prediction and retard fluency. Through a comparison of forty-three black and white fourth graders half of whom were reading two years behind grade level and half of whom were reading at least on grade level, the amount of information processed during approximately two eye fixations were measured. Recall of sentences with grammatical patterns that differed in standard and black English was compared with recall on sentences having syntactical patterns that were the same. The sentences, appearing in standard English and varying in length, were exposed for approximately two seconds by a manually operated slide projector. The data indicated that black children processed fewer words per fixation than white children and that poor readers processed fewer words per fixation than skilled readers. Trends suggested that sentence recall differences, especially for black children at the lower reading level, may have been due to difficulty processing sentences in which the child's spoken language differed from the standard English stimuli.

THE RELATIONSHIP BETWEEN LANGUAGE DIVERSITY
AND SELF CONCEPT FORMATION IN CHILDREN

JACKSON, Rosemary Helen, Ph.D.
University of Maryland, 1977

Supervisor: Dr. Stanley Bennett

This investigation was designed to assess the relationship between teacher's attitudes toward Black Vernacular English (BVE) and the self concept formation of children. Furthermore, the researcher hoped to determine if there was a significant relationship between teacher acceptance of BVE and the age of the teacher, her highest degree, number of years teaching experience, racial balance of the class, and the racial balance of the teacher's residential neighborhood. It was hypothesized that a negative attitude on the part of the teacher toward language diversity might adversely affect the development of the child's self esteem.

The subjects were 160 preschoolers from the District of Columbia and twenty teachers. The instructors were divided into high acceptance and low acceptance of BVE based on Taylor's Language Attitude Scale. The children were divided into those who had few features (0-3) and many features of BVE (4+) as a result of a language sample taken by the experimenter. The students were then given the Thomas Self Concept Values Test and the Coopersmith Academic Self Concept Subscale.

A significant difference was found in the academic self concept scores with respect to the amount of BVE spoken by the children. The results revealed that those children with few features of BVE had significantly higher academic self concept scores than those who had many features.

No support for the additional predictions could be made regarding the teachers' attitudes toward Black English and the racial balance of the class, racial balance of the teacher's neighborhood, age of the teacher, number of years teaching experience, or the highest educational degree of the teacher.

Order No. 77-28,739, 127 pages.

THE EFFECT OF FOLK LEGENDS TOLD IN CHICANO
SPANISH ON THE ATTITUDES AND COMPREHENSION
OF CHICANO CHILDREN

Order No. 7731460

MARTINEZ, Ernest Alcario, Ph.D. University of California, Berkeley, 1977. 144pp.

Purpose. In this study there is one central assumption: folk literature presented orally in a linguistic form appropriate to children's ethnic background will elicit favorable attitudes, and those attitudes, in turn, will facilitate comprehension. The purpose of this study is to determine if Chicano children would like hearing folklegends in dialect better than in standard English.

The design of this research is to compare the attitudes and comprehension of Chicano children when they listen to Chicano folklegends told in their native (Chicano) Spanish and when they listen to the same legends in standard English. More specifically, the intent of the research is to determine whether or not third grade children can learn better by exposure to Chicano Spanish. Native (Chicano) Spanish is defined as that language spoken by Chicanos native to the United States of America without any benefit of formal language training but maintaining a strict adherence to an oral tradition. The intent is also to find out whether, with few exceptions, Chicano children prefer hearing legends in Chicano Spanish to hearing the same stories in standard English. It is predicted that Chicano children will comprehend materials in their own dialect better than in standard English. The research is also concerned with trying to ascertain whether or not the children have a positive self-image and new self-awareness in relation to their own dialect.

Procedure. The subjects tested in the study were all third graders in the local elementary schools of Sonoma County, California. This bilingual, Chicano group was uneven according to sex, having thirty boys and twenty girls.

The majority of the subjects were younger brothers and sisters of college students enrolled at the local junior college. The preliminary contact was made through the surveying of application records to the local college's low-income admission program. From this source it was ascertained whether or not the students were of Hispanic background and had younger brothers or sisters. The next step was to contact the selected college students. If they had younger brothers or sisters who were in third grade, preliminary contact was made through the college-age older brother or sister. More often than not, while some of the college-age students did not have any third graders at home, they knew other families who did.

As a result of the selection procedure, all fifty youngsters had the following general characteristics in common: They were all bilingual English-Spanish, they all came from families that had at least two offspring, and they were all from low-income families. Low income is defined as an annual income of \$7,500 or less for a family of four. The final common denominator was the families' recent arrival from Mexico. The fifty youngsters were all native-born Mexican-Americans but their parents and several of their brothers and sisters were foreign-born Mexican-Americans.

After the preliminary contact was completed, a form letter in Spanish was sent to all families. A close scrutiny was made of the letter's contents to insure that the subjects' privacy was not being violated. If the subject's family responded positively to the letter, a telephone contact was then made by the investigator. Of interest was the fact that none of the families refused. In fact, most were eager to participate.

The personal contact by the investigator took place at the subject's home, at a time and date arranged in advance. After preliminary introductions to the entire family; the investigator and the subject were either left alone in a room or led to another room where distractions would be minimal.

The investigator then read the folklegends. The legends were rotated in such a manner that the same story was not in-

variably the first one told, etc. The three folklegends and one folktale were selected arbitrarily by the investigator so that two would be of high interest to boys and two would be of high interest to girls.

Two hypotheses were studied: (1) Chicano children comprehend folklegends told in Chicano Spanish better than the same folklegends told in standard English; and (2) With few exceptions, Chicano children like hearing folklegends in Chicano Spanish better than the same stories in standard English.

In order to test the two hypotheses, two kinds of measuring instruments were necessary, one for attitude and one for comprehension.

Selected Findings. (1) Subjects as a group achieved significantly higher comprehension scores in the Chicano versions than in English. (2) There were no significant differences between male and female subjects in regard to language and comprehension. (3) It would appear that sex is not an important variable in the acquisition of language comprehension skills at this age. (4) Content material is a variable in maintaining interest and preference levels. (5) The total responses of subjects indicate that content material does affect interest levels between sexes.

Conclusions. The study shows that Chicano children comprehend standard English and Chicano Spanish equally well. To believe that attitudes may facilitate comprehension of Chicano Spanish by Chicano children seems plausible. Yet it is clear that the alternative explanation needs more study. Inasmuch as these bilingual children comprehend both Chicano Spanish and English, once they have achieved favorable attitudes toward both languages there should be a point when instruction can offer the option of either language for successful learning.

Recommendations. In conclusion, the present study strongly suggests that comprehension is facilitated by favorable attitude. The present study also demonstrates that the scientific investigation of attitudes, beliefs, and values in children's comprehension processes is worthy of further study.

A STUDY OF THE ACADEMIC ACHIEVEMENT OF BLACK STUDENTS SPEAKING NONSTANDARD, BILINGUAL, OR STANDARD ENGLISH

STARKS, Gwendolyn LaJoyce McClellan, Ph.D.
University of Kansas, 1977

This study was primarily concerned with determining whether language patterns and socioeconomic status of black students were criteria for academic success in a public educational institution. Specifically, an attempt was made to determine which school subjects or sets of subjects from grades given at the end of the school year and which test items on the Metropolitan Achievement Test acted as discriminating variables when students were grouped according to: (1) types of speech and language patterns they used: nonstandard, bilingual, or standard English and (2) the types of speech and language patterns and socioeconomic status: nonstandard English/low socioeconomic status and standard English/middle socioeconomic status.

A sample of 127 black students was used for the study. Students were tested by using an informal or spontaneous speech method and classified according to the types of speech and language patterns they used: nonstandard, bilingual, or standard English. Data used in the study were collected from students' folders: school grades, Metropolitan Achievement Test scores, and demographic data. The following null hypotheses were tested:

Hypothesis 1

There are no school subjects or sets of school subjects, as represented by grades assigned by classroom teachers, that will discriminate between elementary black students speaking nonstandard, bilingual, or standard English.

The variables that entered the analysis tend to indicate that there are school subjects and sets of subjects that discriminate between elementary black students speaking nonstandard, bilingual, or standard English. The null hypothesis, therefore, was rejected.

Hypothesis 2

There are no school subjects or sets of school subjects, as represented by scores from the Metropolitan Achievement Test, that will discriminate between elementary black students speaking nonstandard, bilingual, or standard English.

The variables that entered the analysis tend to indicate that there are school subjects and sets of school subjects that discriminate between elementary black students speaking nonstandard, bilingual, or standard English. The null hypothesis, therefore, is rejected.

Hypothesis 3

There are no school subjects or sets of school subjects, as represented by grades assigned by classroom teachers, that will discriminate between and among elementary black students speaking nonstandard or standard English from low or middle socioeconomic classes.

Since these variables that entered into the discriminant function analysis for this hypothesis also entered into Hypothesis 1, it is difficult to determine whether language patterns or socioeconomic status actually discriminate between these students. Therefore, the null hypothesis was not rejected.

Hypothesis 4

There are no school subjects or sets of school subjects, as represented by the scores from the Metropolitan Achievement Test, that will discriminate between and among elementary black students speaking nonstandard or standard English from low or middle socioeconomic classes.

Since these variables that entered into the discriminant function analysis for this hypothesis relate to the variable that entered the discriminant function analysis for Hypothesis 2, it is difficult to determine whether language patterns or socioeconomic status actually discriminate between these students. Therefore, the null hypothesis was not rejected.

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BILINGUAL EDUCATION: THE EFFECTS OF SELECTED
VARIABLES ON THE ACHIEVEMENT IN SELECTED
SCHOOL SUBJECT AREAS OF MEXICAN AMERICAN
FIFTH- AND SIXTH-GRADE STUDENTS

TANGUMA, Ramon Hector, Ph.D.
The University of Texas at Austin, 1977

Supervisor: Carl R. Ashbaugh

The study was conducted in an elementary school in a small, rural, Mexican American community in South Texas. The study set out to discover whether or not Mexican American fifth- and sixth-grade pupils achieve significantly more in language arts, mathematics, and reading while under bilingual instruction than while under all-English instruction. A standardized norm-referenced test was utilized to pre- and posttest pupils under both types of instruction. Pupils did achieve significantly more under bilingual instruction than under all-English instruction in the three subject areas. It remained to find out if achievement gain scores under bilingual instruction could be attributable to the three other predictor variables: socioeconomic level, quality of teacher planning, or parental involvement. Analyses of variance indicated that these other predictor variables did not significantly influence achievement gain scores. The results of the study had many implications for administrators and supervisors. One implication was in the area of decision making. The study strongly suggests that bilingual instruction as a teaching methodology could be used effectively with Mexican American fifth- and sixth-grade children, a segment of the pupil population which in the past had not succeeded academically in a traditional curriculum. The study concluded that in language arts, mathematics, and reading, pupils under bilingual instruction achieved significantly more than pupils under all-English instruction regardless of socioeconomic level, quality of teacher planning, or parental involvement. Among the many conclusions of the study is the suggestion that bilingual education may be implemented initially at the upper elementary level (grades 5 and 6) of the elementary continuum with positive results.

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from three to fifteen years) that there may be some psychological reality to the distinction. Code-mixed sentences are felt to be "in Spanish" or "in English", while code-changed sentences, those with intra-sentential code-changes, are felt to be neither Spanish nor English but both. Extensive use is also made of naturalistic data gathered by taping verbal interactions in the school, home, out of doors, and in a project mobile home set up for this purpose. The technical procedure for recording in many situations is discussed in the Introduction.

It is argued that no "bicodal words" may exist in natural languages, and that this constraint essentially defines the notions "code" and "word". A code is a set of elements felt by the speaker to be of a system non-miscible at the word level, and the word is the smallest unit which may be code-mixed. Speakers and listeners learn to distinguish the types of code-switches by acquiring a tacit knowledge of the categories which are never code-mixed--elements which determine the language of the sentence or constituent. The concept of "language of the sentence" is scrutinized, and an attempt is made to incorporate a definition of this notion into the description of "good" code-switching.

These principles are tested on the author's own data and on data from several other authors who have researched the subject of constraints on code-switching. A general philosophy of bilingual types and their behavior is set forth by this work, and the way in which such a philosophy might relate to general linguistics is investigated in the final chapters. It is determined that a linguistic theory of ellipsis, for example, will have to take into account bilingual ellipsis which, according to some analyses of monolingual usage, presents a paradox vis-à-vis the bilingual data. Within the same theory permitting monolingual and

cross-linguistic, or code-changed, elliptical responses, the author concludes by arguing for the further investigation of monolingual speech acts as if divided into discrete monolingual "codes", whose description is possible using the principles of bilingual code-switching.

SOME CONSIDERATIONS IN THE DEVELOPMENT OF A
SYNTACTIC DESCRIPTION OF CODE-SWITCHING

Order No. 7804192

WENTZ, James Paul, Ph.D. University of Illinois at Urbana-Champaign, 1977. 316pp.

Based upon the author's three years of research in a Mexican-American community, this dissertation examines both the social functions and the syntactic parameters of code-switching among Spanish-English bilingual children within a theoretical framework developed to relate bilingualism to many of the phenomena observable among monolingual speakers. It is suggested that the bilingual community selects from a set of universal principles for code-alternations those which by social agreement will be accepted or rejected for purposes of expanding upon the stylistic expression of its speakers. In an effort to express theoretically the ultimate simplicity of the phenomenon of code-switching, two basic mechanisms are posited for the description of all code-switches: code-mixing, the inclusion of elements of one code in a sentence or constituent of another code, used principally for the expression of a more apposite unit, and code-changing, the abrupt change of the sentence language from one code to another which may occur intrasententially. Code-changing is used primarily for a stylistic function. These two types of code-switches are described syntactically, and evidence is offered in the form of the results of tests conducted with the Mexican-American children (ranging